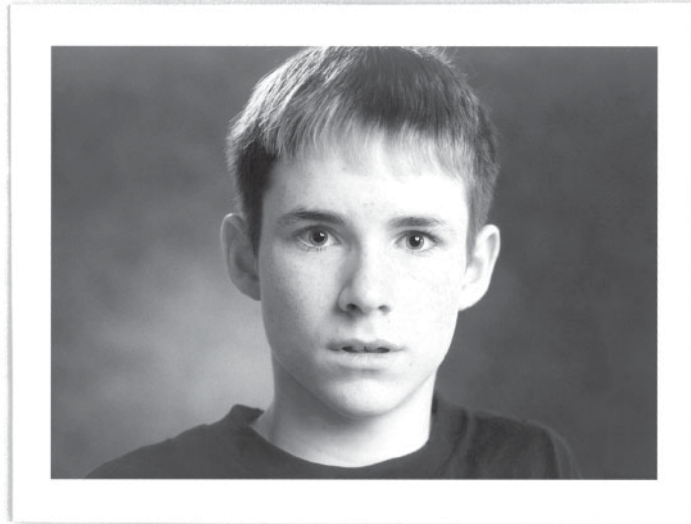


**MISSING**



## **Training Manual #2**

**Teaching Children to Recognize Internet Predators**

# MISSING

## Tutorial

### Overview

**Missing** is an interactive, multimedia computer game for students from grade six to grade nine. **Missing** is designed to show, rather than tell, students about predators who use the Internet to target, groom, and lure children away from home.

The goal of this programme is to empower students to use the information they learn playing the **Missing** game to construct their own plans for Internet safety. In our experience, students are more inclined to observe Internet safety rules they have created themselves.

The Missing game is pressed onto two CD ROMs. **Missing 1** contains the first three episodes – **Just Friends**, **Baiting the Hook**, and **Caught in the Net**. These tell the story of the hero, Zack, as he makes the acquaintance of a California web designer named Fantasma. **Missing 1** will take students approximately 60 minutes to complete – if you let them play straight through.

**Missing 2** includes the final episodes – **Living in Paradise**, **Closing the Trap**, and **The Betrayal**. In this half of the game, Zack has run away to San Diego to live with Fantasma. Slowly, he realizes that he is in serious danger. **Missing 2** requires approximately 90 minutes to complete. However, these times will depend on your students, access to computers, and the amount of time you wish to set aside for discussion.

It is important that you read the Guide for Parents and Teachers found in the **Missing** kit. It will give you an overview of the tactics that predators are using on the Internet. The LiveWires website ( [www.livewwwires.com](http://www.livewwwires.com) ) also contains important advice as well as reinforcement activities for your students. This Tutorial can be downloaded from the Teacher's Room on the website so that you can preview the game before proceeding.

# MISSING

## Technical Considerations

- The **Missing** game requires a high-end computer with multimedia capabilities. Check the computer specifications outlined in the 'Read Me' file on the website ([www.livewwwires.com](http://www.livewwwires.com)) to determine if your computers can run this game. Please note that **Missing** uses a great deal of video and therefore is not designed to run on a local area network.
- Check your computer to ensure the program QuickTime 4® is installed. If not, do not worry - QuickTime 4 can be installed directly from the **Missing** CD ROM. Click on the QuickTime folder and follow the instructions.
- Check each computer you are planning to use to make sure it has a sound card and speakers. It is also a good idea to see if the sound is actually turned on - many schools and libraries turn the sound off to keep the noise levels down in computer labs. Your students cannot play **Missing** without sound. Headphones will work but they eliminate teamwork and collaboration.
- Check that **Missing** actually runs on your computers. Take a few minutes and place a **Missing** CD ROM in each computer. Click on the "Play Missing" icon and then on Episode 1 - **Just Friends**. Go through several screens to ensure the video and navigation features are functioning. You may have to adjust the sound or resolution on your monitor.
- You may need the help of your technology coordinator or computer technician to get the **Missing** game running on your computers. Students can also be valuable assistants to install software and test the game before the rest of the class arrives.
- If you have problems, check the FAQ section found on the LiveWires website ([www.livewwwires.com](http://www.livewwwires.com)). Most common problems and possible solutions are discussed there.

# MISSING

## Preparing Students

- It is a good idea to make a hardcopy of this Tutorial. Keep it with you in the computer lab. The Tutorial provides you with additional information that will make your job much easier. It contains answers to the puzzles and hints on how to solve the games.
- You should also check out the Teacher's Room on the website. It contains additional information and activities for your students. These activities can be used to guide students as they develop their own Internet Safety Plans.
- **Missing** has been successfully tested with students placed in teams of three. One student uses the keyboard, one uses the mouse and the third writes in The Detective's Notebook. You may wish to have one strong reader in each group.
- Photocopy one complete Detective's Notebook for each team of students. The map will work best if it is photocopied onto an 11X17 sheet. Make sure each team has a pencil and an eraser.
- Students may wish to assume the identity of the different characters in the game. They can read chat room conversations and e-mail messages to each other. This keeps all of the students involved in the game.
- Students should be rotated through all positions on the team during the game. This will help to maintain student interest and make sure one or two students do not dominate the use of the computer. If some students try to dominate others, you may use the opportunity to discuss teamwork and collaboration.
- Instruct students to write their names on The Detective's Notebook. You might wish to collect Notebooks at the end of each class. That way, you will know they will be ready for the next class.

# MISSING

## Briefing Students

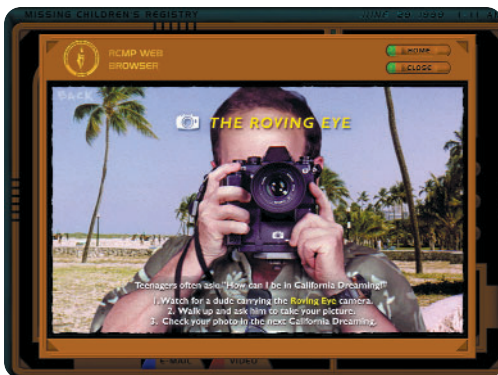
- Advise the students that they are going to help the police determine if a crime has been committed. They should follow the instructions given by the police officers on the screen. You can tell them that the game is based on a true story but all the characters are actors.
- Do not give the students too much information on the crime. The game is structured to allow the students to discover this for themselves.
- Let your students know that they will be directed where to go by flashing lights and symbols. Clicking on other objects is a waste of time.
- It is important to tell your students to be patient. **Missing** contains a great deal of video and it may take a few seconds to load each window. Students who play computer games may be frustrated if the **Missing** game does not respond as fast as a commercial game.
- Make sure your students understand the importance of writing down all Internet addresses, information, clues, and passwords in The Detective's Notebook. They will get frustrated if they have to start all over again because they forgot to write down a vital piece of information.
- Inform students that they cannot get onto the Internet from this game. All of the web sites are fictional. Remind them that the web prefix is always .site ( not .com ).
- To start the game, have each team load their **Missing 1** CD ROM into the drive. A **Missing** folder should open automatically. They start by clicking on the "Play Missing" icon. Once the game loads, click on Episode 1 - **Just Friends**.
- Many teachers have two discussions with their students, at the end of **Missing 1** and **Missing 2**. However, if you plan to discuss each episode with your students, you will want them to stop and wait for the rest of the class to catch up.
- If PC users wish to end the game, they select the Quit Game feature or use the combination of the Control and Escape keys. If Mac users wish to end the game, they select the Quit Game feature or use the combination of the Command and Escape keys.

# Tutorial

Children will gain much more from the **Missing** computer game if an adult is present while they are playing. Here are some questions to raise during the game - and all the answers!



1. If you are not acquainted with the **Missing** game, read this synopsis from start to finish. Then, if you need a reference, download this document and keep a paper copy. The game is divided into six segments, so you can find answers quickly while you are playing the game.



2. Along one side of each page are images from the computer game. These serve as a visual reference to key moments in the action. We have also provided a running commentary of each scene, with the answers to each puzzle printed in bold.

3. You will find a series of icons sprinkled through the text.



The mouth suggests a point to discuss with children.

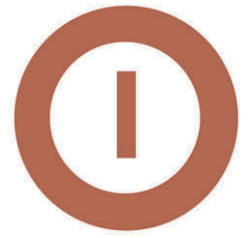


The eye and the ear indicate hidden clues.



The lightbulb shows how to solve a problem.

# Just Friends



1. **Missing** begins as Ted phones the police. He has stumbled across some correspondence on the family computer between his son, Zack and a stranger who calls himself Fantasma. Ted asks the police for help.



Ask children what they think of the way Ted reacted to the pictures and the secret files on the computer. Many children will feel that Ted over-reacted.



2. Players take the role of a new recruit to the Royal Canadian Mounted Police. The Sergeant appears in the small screen and asks you to help Ted by investigating the correspondence between Zack and Fantasma.



The officer's instructions are repeated in the box on the lower right



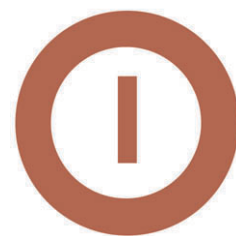
3. Zack has met Fantasma in Zine Scene, a chat room for teens. Fantasma praises Zack for his design skills.



Ask children how old they think Fantasma is. This answer will become useful at the end of Missing when children realize Fantasma is older than they think.



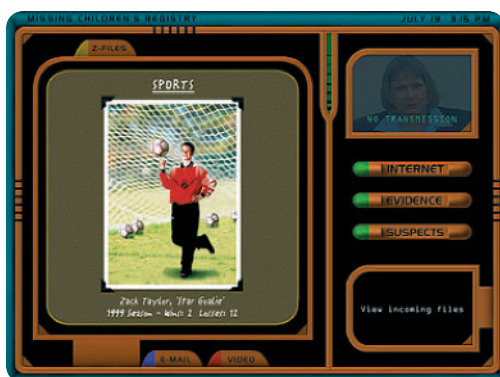
# Just Friends



4. To see Zack's secret website, Fantasma has to win a short game starring the super-hero Zackman. Click on the key that will open the princess' prison cell. When you release her, you learn the password: **FREEDOM**.



Find the correct key by memorizing the pattern of ridges on the sample key. If children are finding this difficult, have them sketch the ridges.



5. The password opens Zack's photo album, which gives a profile of the teenager. Anyone who enters the website can find out everything they want to know about Zack: his name, age and address. The website also offers clues about Zack's emotional insecurities.



Ask children what they learn about Zack from the photo album. Children may mention his name, address, birthdate and his friendships at school.



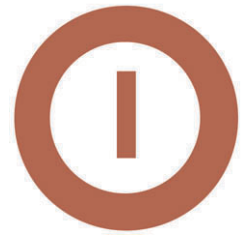
6. In the chat room, Zack pours out his anger towards his father to Fantasma, "My Dad is never around. I bet he hasn't even looked at my website yet."



Ask children how Fantasma responds to Zack. Help them see that Fantasma is being critical of Zack's Dad.



# Just Friends



7. To re-enter Zack's secret website, the player must solve a second game. A baby is trapped in a burning building. Which route should Zackman take to save him?



The trick is to estimate the length of each route and click along the shorter path. If you choose path B, the baby is saved. The passwords are **KID NABBED**



8. The password opens Zack's family photo album. The first animation illustrates that Zack's parents quarreled and separated. The second shows Zack's Mom leaving for Africa.



Ask children how the break-up of the marriage affects Zack. Is this a factor in his new friendship with Fantasma?

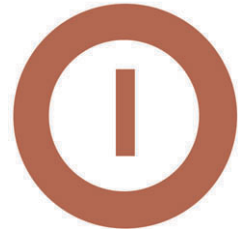


9. Ted takes his son on a vacation but they get only as far as the Peace Arch at the American border. There, Ted turns back to handle a crisis at work. Zack is upset that his vacation has been cut short. In their next conversation, Fantasma takes advantage of the split between Zack and his father to become Zack's friend and protector.



What secrets did Zack reveal in the chat room? Could he have handled his anger in a more positive way?

# Just Friends



**Just Friends illustrates how predators initiate a friendship with vulnerable children. These are the lessons that can be explored with children.**

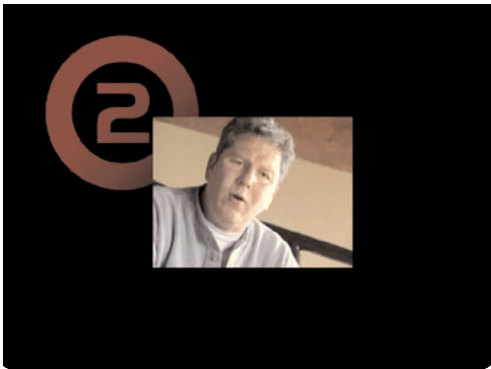
- > Children are happy to share information about themselves when they think they are among their peers, so predators often pretend to be much younger than they are. In their first conversations, Fantasma gives the impression that he is a child. He says he played Zack's computer game for an hour and "I couldn't beat you."
- > Predators often begin a relationship by using flattery. For example, Fantasma has already visited Zack's website and is aware of his gifts as a graphic artist. He comments: "You're the one with the talent."
- > A predator may suggest that he has much in common with the child. He may claim to have the same interests or to have been hurt by the same experiences. Fantasma is sympathetic about Zack's trouble with his father. He explains that his own father "took off when I was a little kid...It would have been nice to have someone around."
- > The Internet gives a predator the opportunity to probe a child's vulnerabilities for days, weeks, or even months. Meanwhile, he plans a strategy that will exploit these weaknesses. Fantasma begins probing Zack's home life very soon after meeting him, by saying: "It must be nice to have a Dad around to help you out."



"Zack's Dad really over-reacted when he found some porn images on the computer. Doesn't he understand that pornography is just a sign of the times?"

— High school students, Vancouver

# Baiting the Hook



1. Ted is concerned by the revelations that his son has made to his new on-line acquaintance, Fantasma. At the same time, Ted is unable to grasp how vulnerable his son is feeling both at home and at school.



Ask children if they notice a change in Ted's attitude toward his son. Is he becoming more understanding?



2. In the chat room Fantasma admits that he is an adult, not a teenager. "I'm only twenty. I'm not ancient." He claims to be a website designer and describes a hot website he has built about teenagers in California. Zack begs to see the site, but Fantasma seems concerned that Zack will be shocked by what he sees.



3. Zack is dazzled when he finally sees the website, California Dreaming. It creates an idyllic vision of life in Southern California. There are photos of teenagers windsurfing, roller-blading, and hanging out on the beach.



Be sure that children click on the tiny camera on the opening page of California Dreaming. This gives them their first glimpse of Fantasma as The Roving Eye.

# Baiting the Hook



4. By clicking around the website, players can find the names of the beaches, marinas and hang-outs where Fantasma meets children. Have children write a visual clue to remind them of each place



Encourage children to take their map of San Diego and circle each of the three locations in Surf, Sails and Scenes. Children may close California Dreaming whenever they finish.



5. Zack pleads to visit California for the summer. Fantasma paints a rosy picture of their life together. He promises Zack that he can work at the website - and offers him all the coke and pizza he can eat. Fantasma suggests that Zack prepare for his new life by "playing around" with some images. He even offers to buy Zack his own laptop. Zack is thrilled.



Ask children why Fantasma would hire a young designer like Zack? What should Zack have done before accepting the offer?



6. Zack's Dad is upset to discover that his son has become so deeply involved in Fantasma's enterprise.



Why is Zack's Dad so angry? Is he hurt because Zack is becoming close to Fantasma? Or does he suspect Fantasma is drawing Zack into a dangerous situation?

# Baiting the Hook



**Baiting the Hook examines how a predator encourages a child to think about leaving home. The following issues can be explored with children.**

- > A pedophile wants to establish an open, trusting rapport with his victim so he initiates a process of “grooming”. He may contact the child frequently. Over time, his messages become more personal. In our story, Fantasma contacts Zack more often as the summer wears on.
- > A determined pedophile takes advantage of every disparaging comment a child makes about other adults, such as parents or teachers. At the same time, the predator presents himself as open, interested and compassionate. Fantasma words his criticisms to make it appear that Zack’s Dad will spoil his son’s fun: “He might not be happy to find out that you’re planning a career in California.”
- > After months of systematic planning, the grooming process intensifies. The predator creates an inviting vision of his own living situation. Depending on the child’s needs, the predator may offer money or electronic “toys”. Fantasma, for example, invites Zack to use his cameras and computers.
- > A predator will often “bait the hook” by involving the child in an enterprise that has illegal or shameful overtones. Then, if the child has second thoughts, the predators can use this illicit behaviour to enforce compliance. In our story, Fantasma sends Zack a stolen credit card so he can buy a laptop. Later, Fantasma will frighten Zack with the threat that he used of a stolen credit card.

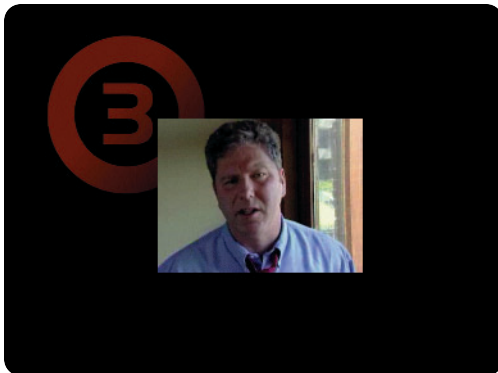


“In the middle of winter, Fantasma’s promises of sun and surf in California look very attractive to our students.”

—Teacher, Hope, B.C.



# Caught in the Net



1. Ted demands that his son cut off all ties with Fantasma. The next day he returns from work to find his son is gone. Panic-stricken, he pleads for help from the police.



Ask children to imagine the fight between Zack and his father. What could they have done differently?



2. In his last e-mails, Zack tells Fantasma that he has left photographs on his father's computer. Fantasma is upset. He reminds Zack of the punishments that await him if the police become involved: Zack may go to "juvie" and Fantasma will be sent to jail. "Then all of our dreams are destroyed."



Encourage children to look carefully at these conversations. How is Fantasma manipulating Zack at this difficult moment?



3. Zack sees his dream of a career in California vanishing. He begs Fantasma to send him money so he can run away to California. Fantasma agrees to send Zack a credit card, and says he will drive to Canada to pick him up. The agreement is struck. Fantasma promises: "You can count on me, Zack."

# Caught in the Net



4. Zack has been sent a credit card to help him run away. By cracking the encryption of the credit card number and the date of expiry, players can find his plans to meet Fantasma.



In the Detective's Notebook are the encrypted credit card and a blank card for the solution. Only one piece of the puzzle is known: the word 'expiry' on the blank card. Where would you find that word on the encrypted credit card?

**EXPIRY = 423890**

Replace the letters with the corresponding numbers.



5. The credit card Zack has been using was stolen. Zack has made several transactions. He has paid for the laptop and taken out cash at the bus station. How does Zack plan to travel? **BUS**



Ask children what risks Zack has taken by using a credit card with someone else's name on it.



6. Fantasma e-mails Zack from the road, reminding him of the sun and surf waiting for him in California. Zack sends back a single clue to tell Fantasma exactly where he will be waiting. "We'll be brothers dwelling in unity together."



Players review the photos in the Evidence File to find the quote. This phrase appears on the monument at the border crossing. Solution: **PEACE ARCH**



# Caught in the Net



7. Suddenly, Zack realizes that he has no idea what Fantasma looks like. How will he know who to look for? Fantasma is quick to respond: "I look older than my age... and I don't have much of a tan." To ensure there is no mistake, he sends an encryption of his licence plate number. The encryption reads: **MUGMIH**



8. The RCMP officer is worried that Fantasma will whisk Zack across the border, so she contacts the guards at the border and asks them for a list of the licence plates for every car that has crossed the frontier.



Go through the list and match one of the licence plates to Fantasma's cryptogram. The secret is to find the pattern in the cryptogram: the first and fourth letters are the same. The solution? **SAMSON**



9. The answer comes too late. Fantasma and Zack have disappeared into the United States. The RCMP receive a photograph that was snapped as Fantasma's red sports car drove through the crossing.



Ask children to examine the photo. How old is Fantasma? Kids should note that he is about 40. This is the first evidence that he has lied. Does this change childrens' understanding of Zack's situation?

# Caught in the Net



**Caught in the Net illustrates the difficult position of a child who is trapped between his family and his new “friend”. Explore these issues with children.**

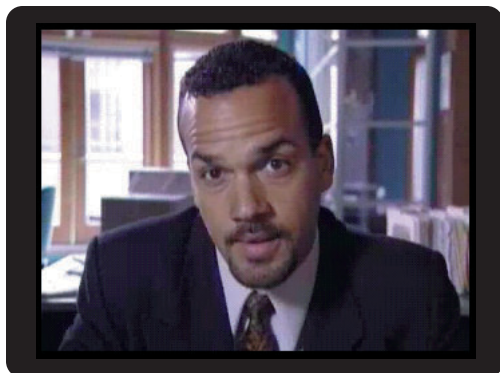
- > At a moment when the child is particularly vulnerable, the predator will suggest they meet in person. If the predator lives far away, he may ask the child to travel to meet him in a location where neither will be recognized.
- > Secrecy is fundamental to the pedophile’s survival. Many sexual predators will abandon a child who cannot be trusted to keep a secret. In our story, the abduction ensures that Zack will keep Fantasma’s identity a mystery.
- > When a child accepts the invitation to meet with a predator, the pedophile is in control. The location for the meeting is carefully chosen so the child feels comfortable. Fantasma and Zack meet at the Canada-U.S. border, the spot where Zack’s vacation with his father ended abruptly a few weeks before.
- > The predator may use either threats or bribes to ensure that the child does not change his mind at the last minute. In his e-mails to Zack, Fantasma alternates between the two strategies. First he warns Zack that they may both wind up in trouble with the law. Then he reminds him that the sun and surf of California are only a few hours away.



“Zack can be held responsible for the stolen credit card. Zack’s Dad could be arrested for possession of child pornography. So Fantasma framed Zack!”

— students, Vancouver

# Living in Paradise



1. Zack and Fantasma have gone to California, so a police officer from San Diego has taken over the case. He issues a warning: a hundred thousand kids from across North America arrive in the city every year. "Many of them slip into an underworld of crime and are never seen again."



2. Ted has been sitting at his computer, day and night, surfing through Zack's favourite chat rooms. Finally, he has found his son in Zine Scene. Zack is enthusiastic about his life in California: his job as a photographer, and his friends at the beach. He is even learning to surf. Nervously, Ted joins the chat, hoping to persuade Zack to return home.



3. Ted prevails on his son to join him in a private chat room. Bit by bit, Zack reveals details of his life in California. He is living in San Diego, near the ocean. He has his own room in a great house. He has a job, cruising the beaches, helping Fantasma take photos for California Dreaming.



Ask children if Zack appears to be happy as he tells his Dad about life in San Diego?

# Living in Paradise

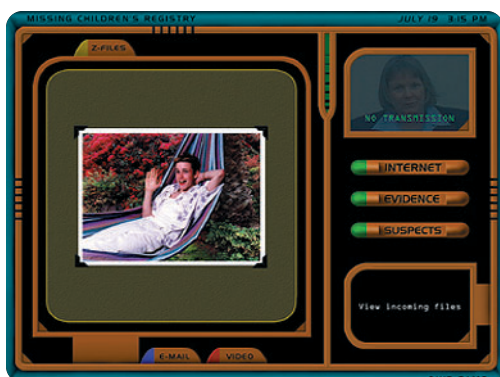
## 4



4. Zack offers to show his Dad photos of his new life in California. But first, Ted has to win Zack's underwater challenge. Zackman is a scuba diver who has to swim through the coral reef to safety. Several fish are marauding around the reef. Which are friendly and which are ferocious?



Have children learn the profiles of the fish before they begin. The password: **COCONUTS**



5. The password lets you into the photo album where Zack is recording his California experiences. There is a picture of him at home in the hammock and at the beach where he surfs. And surprise, he has a girlfriend!



Note: the number of Fantasma's house can be seen on the corner of this image.



6. Fantasma has been taking Zack on weekend excursions aboard his boat. But it's weird... Fantasma insists that Zack hide inside a duffel bag until they are out to sea. Zack has to work his way out, like Houdini.



Ask children what they would have done if they had been in Zack's shoes. Would they have played the Houdini game? How could Zack have used actions, words and/or body language to say, "No."?

# Living in Paradise

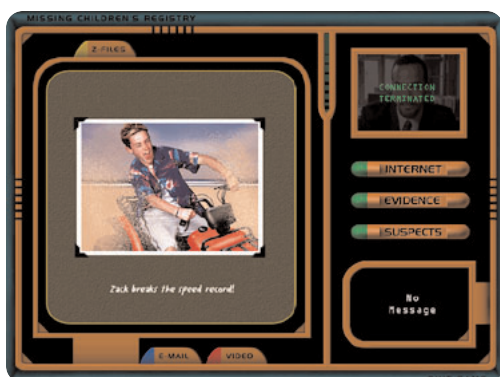


7. There is only one way to find out more about Zack: you have to win the Houdini game. Zackman is standing on stage, with handcuffs on his hands. Can you free him? First click around Zackman to see where he has hidden the three picks that will open the handcuffs. Then turn the lock until it is in the correct position to open the handcuffs.



Children will win more quickly if they choose the pick that is closest: in Zackman's mouth.

The password is **PRESTO**.



8. The password opens Zack's photo album and reveals more clues. Zack and Fantasma have been spending their weekends at a fancy resort. It is fabulous - cabanas on the beach, dune buggies you can ride for free, and sand as far as the eye can see.



Ask children to sum up their thoughts about Zack's life with Fantasma. How has the older man won Zack's trust?



# Living in Paradise



**Living in Paradise illustrates how the predator treats the child during the “honeymoon” period after they have met in person. Explore these lessons.**

- > Immediately after an abduction, the predator takes time to create a trusting relationship with the child. In our story, Fantasma gives Zack everything he asks for: a room of his own, a new wardrobe, access to cameras and computers, and scuba diving lessons.
- > During this time the predator strives to back up the claims he made online. He may continue to lavish time and attention on the child, with gifts and praise. In our example, Fantasma takes Zack on a boat trip to an upscale resort on the coast.
- > It is important for the predator to avoid public scrutiny of this relationship with the child. This is often done by establishing a role for the child in the predator’s life: as a relative or the child of a friend. Fantasma has made Zack an employee of California Dreaming and sends him to the beach to take photographs of children.
- > A predator may also hide a child so they will not be seen in public together. Fantasma hides Zack in a duffel bag whenever he goes down to the marina. He pretends this is a game, Houdini, and gives Zack a reward for escaping.



“My students made the comparison between the way Fantasma treated Zack and the promises that pimps make to lure young people into prostitution.”

— Teacher, Vancouver, B.C.

# Closing the Trap



1. Under his father's questioning, Zack is loosening up. He's glad to tell his Dad about his life in San Diego, particularly about his job as The Roving Eye, taking photos for California Dreaming. Zack heads for the beach to find young kids to photograph. If Fantasma likes the photo, Zack brings the child back to the studio for a private session.



2. Ted is convinced that there is a secret website behind the facade of California Dreaming. But how to get in?

👁 Tell children to move the cursor around the screen. Watch for a sparkle on the water and the tinkling sound as your cursor goes over it.



3. The Club is for members only. The gateway is sealed, unless you can solve the cryptogram on the keypad. To win, you must click on the 'Hint' button. The Hint page has a matrix. Each number translates into a pair of letters.

👁 Be careful to take the first letter from the left edge of the matrix and the second from the upper edge. Watch out - the number 529 is hidden behind Porta. The password is **CONQUISTADOR**



# Closing the Trap



4. Fantasma's studio is littered with lights and camera equipment. He invites you to examine his collection of snapshots of children he has discovered along the beach.



Remind children to listen to all of Fantasma's speech before they click on the wall - otherwise they will miss a key message about information on the laptop.



5. Fantasma has made a scrapbook for each child. At first the children are laughing but Fantasma loses patience quickly and begins to abuse the children. There are photos of Marnie, huddled on the floor, crying. Roddy is crouched behind a bag of garbage. Danielle is holding up her hands, pushing Fantasma away.



Explore the messages that the children have taken from Fantasma's photos. What does the body language of the victims say about how they are feeling?



6. Fantasma invites members of his Club to view photos of October's Child: Zack. But to get into the file you have to break a code. Use the 'Hint' button to find the dots and dashes that will decipher the sound pulses.



Listen for the pause that indicates the beginning of the word. Then solve the letters one by one: **ESCAPE**

# Closing the Trap



7. The pictures in this file suggest that Fantasma is losing patience with Zack. One image shows Fantasma's arm as he reaches out to grab the teenager. Zack is cringing away from him.



What warning signs suggested that Fantasma would be violent? What could Zack have done?



8. The San Diego police connect Zack and his Dad by videophone. Ted pleads with his son to escape before Fantasma harms him. Just as Zack is about to give the police his address, Fantasma grabs him, covering his mouth. He taunts Ted and threatens to take Zack out of the country.



Remind children to listen closely when Zack describes his house: "It's on a hill, near San Diego... There's a park on the corner with a cross in it..."



9. The police can't act until they know Fantasma's real name. Fill in every fact that you have uncovered about Fantasma: what he looks like, the car he drives, and where he lives. "I want to know every mole and freckle," says the detective.



Ask which factors have more importance: height, weight, hair colour, or criminal record? (Criminal record.) The suspect's name: **FRANK BUCKLEY**

# Closing the Trap



**Closing the Trap takes us into the world of child pornography and abuse. These are the lessons that can be explored with children.**

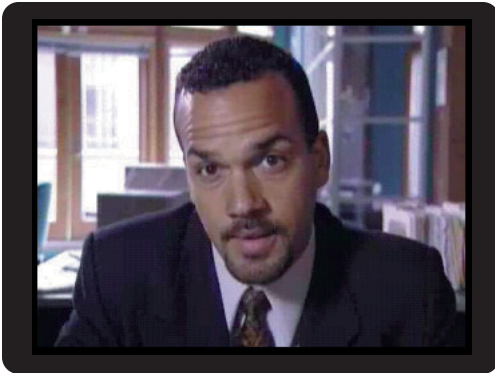
- > The first suggestions of sexual interest are subtle. A pedophile may leave pornographic magazines where the child can see them or walk around the house in revealing clothing. The intent is to make these sexual experiences seem normal. Fantasma has pinned photos of children to the wall of the studio so Zack will get used to seeing them.
- > After the predator has spent weeks or months “grooming” the child for a relationship, his sexual approach becomes more overt. The child has become emotionally and economically dependent on the predator so it is difficult to say “No”. In our story, Fantasma enters Zack’s bedroom, asking to take photographs of him.
- > The predator exploits the neediness of a child who is a long way from home. The child relies on him to provide food and a place to stay. In these circumstances, the child may decide that sex is the price to pay to maintain this security. In our story, Zack rejects Fantasma’s overtures.
- > If a child protests too much, a predator may become more aggressive, making increasing demands on the child. Zack’s determination not to let Fantasma touch him leads to a shoving match in which Fantasma throws Zack against the wall.



“Why didn’t Zack see what was happening? Why didn’t he do something to protect himself”

-12-year-old girls, Vancouver

# The Betrayal



1. The detective is on the trail of Frank Buckley. If you can find the street where Zack has been held – and the house number – the police will arrive before Fantasma is able to leave the country. But if you find the information too late...



2. First go to the Evidence file and search the photos for the number of the house. Then find the street. Remember Zack's clue about the park with the cross. This can be located by reviewing the "Scenes" on the California Dreaming website.



Find Mt. Soledad Park and check the surrounding streets. The address is **34 CONQUISTADOR**



3. The police cars tear off, sirens screaming. But when they arrive at the house, the studio is empty. The photos are still on the wall, equipment litters the floor. But Fantasma and Zack are gone. The police are frustrated – and with good reason. San Diego lies on the coast. If Fantasma manages to get his boat away from the dock, he can head for open ocean, with Zack hidden inside the duffel bag.

# The Betrayal



4. The only hope is to identify the marina where Fantasma's boat is moored. Can you find it? Once again, the Evidence File is pressed into action.



In Zack's album, look for the roller coaster silhouetted against the horizon. Then find the roller coaster photo in the "Scenes" section of California Dreaming. Look on the map for the marina closest to the roller coaster.

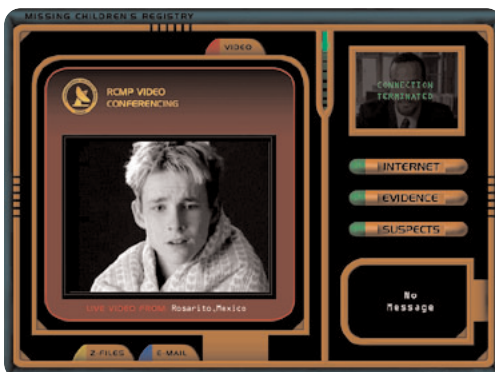
The answer is **BONITA COVE**



5. "We missed them by a lousy fifteen minutes". The outraged detective sends you back to the Evidence File to find a clue – any clue – that will identify where the boat is headed.



Search Fantasma's secret website for a photograph in which Fantasma and Zack are standing in front of a screen showing the longitude of the resort. Use the map of San Diego to find the latitude. **32 20 117 07**



6. If you fail, Zack disappears. A desperate Ted phones his wife and tells her that the police have started a man-hunt. If you succeed, the police connect Zack with his father in Canada. Tearfully, Zack admits that he was terrified when Fantasma threatened him. Ted is relieved to see his son safe and free.



Ask children what they think Zack learned from this experience? Do they think that his parents learned important lessons as well?



# The Betrayal



**The Betrayal explores how a predator may react when the authorities have discovered his activities. These lessons can be explored with children.**

- > When a predator senses he is trapped, he may resort to threats. Fantasma tells Zack's father that he is taking the boy out of the country and warns: "You will never, never see Zack again."
- > When a predator fears that he will be caught by the police he may attempt to kidnap the child. Fantasma smuggles Zack aboard his boat, hidden in the duffel bag, and warns him not to make a sound. Zack's fear is evident when he tells his father: "I was afraid I would never see you again."
- > Sometimes, a predator may escape the police by forcing the child out into the street to manage alone. He may sell or give the child to other pedophiles. The child is isolated and traumatized. In our story, Fantasma decides to take Zack to Mexico. There are references to the possibility that Zack may be abandoned there.
- > If a predator manages to escape, he may return to his computer within days. There he will resume trolling the Internet for new victims. It is only a matter of time until another child responds to his invitation.



"I thought I would ace this game but some of the clues were tougher than I thought."

— 16-year-old game tester